



# Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

## High Ability Program Plan Template

Use the following form to provide the written description of what your Local Educational Agency (LEA) currently has in place for the required components of the High Ability Program.

*Suggestions for best practice are included at the bottom.*

LEA Name: Lake Ridge New Tech Schools

LEA #: 4650

### Multifaceted Identification Plan

#### Include:

- The process used to provide access and opportunity to all students, including:
  - The assessments used to measure verbal and quantitative ability and achievement for each path to identification
    - Norm-referenced measure of ability/potential (LEA must universally screen ALL STUDENTS in kindergarten, grade 2, and grade 5.)
    - Norm-referenced adaptive measure of achievement
    - Qualitative indicator of achievement
  - The parameters used to identify for each assessment.

#### Description of what is currently in place:

Lake Ridge New Tech Schools defines High Ability students as children with outstanding abilities who perform at or show the potential for performing at remarkably high levels of accomplishment when compared with other students of the same age, experience, or environment. Students can be high ability in language arts, mathematics, or general intellectual abilities. IC 20-19.15.1-2

#### High Ability Identification

Selection Procedures:

Assessment measures may include, but are not limited to:

CogAT (Cognitive Abilities Test)

PSAT/AP Potential Tool

NWEA

Teacher Rating Scale

Student Work Portfolios

Student Reading Levels



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Testing may be requested for students in any grade. Students in grades 1 and up will be tested in the fall semester. Kindergarten students are tested in the spring semester.

Identification takes place each Spring for previously unidentified HA students currently in grades 1 to 11. Identification for kindergarten students takes place in the Fall with reading levels as the first indicator, followed by CoGAT in Winter. Early entrance to kindergarten is decided on a case-by-case basis by the principal. Screening instruments may include checklists, the CoGAT, or other instruments that are deemed developmentally appropriate. Early admission to kindergarten depends upon academic and developmental readiness and the availability of space. All students new to the district are evaluated upon enrollment and, if meeting the qualifications, are added to the High Ability roster. During the spring of each school year, students who submit a student work portfolio, have parent/teacher/self-nomination, or score above grade level on NWEA, CoGAT, PSAT/SAT/AP Potential Tool will be reviewed by the HA coaches and coordinator to consider inclusion in the program. Local norms are used for CoGAT in Grades K, 2, and 5 with both Quantitative and Age scores considered. This is appropriate for underrepresented populations. (Burney and Speirs-Neumeister, 2016) For these students, the 90th percentile is generally the benchmark; however, a lower percentile may be considered for EL students and students with other exceptionalities. NWEA are benchmarked by the 90th percentile or a minimum of one grade level above current grade placement. PSAT/SAT/AP Potential is benchmarked the 85th percentile. Lake Ridge is a high poverty area and it is sometimes necessary to go below the 90th/85th percentile to identify students. Teacher nomination forms are completed for new students who meet the criteria or for whom parents or the student requests inclusion in the program. These forms provide the selection committee with additional information that may not be found in the test scores. Any student for whom a nomination form is submitted will become part of the talent pool under consideration. No one factor may exclude a student from the HA program, but rather a multifaceted method of identification is considered to identify students for the high ability program.

## Differentiated Curriculum and Instruction

### Include:

- A description of how curriculum, instruction, and learning experiences are clearly differentiated beyond what the core curriculum provides.
- A description of how differentiated curriculum and instruction is provided at all grades K-12.

Lake Ridge New Tech Schools implements the New Tech Model K-12 for every student. The New Tech Model features project based learning (PBL) as the primary instructional practice. PBL supports and encourages meeting the needs of individual students, including High Ability. Powerful and relevant PBL supports and encourages meeting the needs of high ability students through conditions of deeper learning. These deeper learning conditions are that learning must be authentic, active, relational, responsive, and complex for each learner. As a result, students are provided opportunities to learn standards through productive struggle with complex-thinking and problem-solving experiences that are just above their independent level of capability.



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Learning is monitored through both qualitative and quantitative measures, such as quizzes, tests, rubrics, and portfolios. Learning is supported through learner-centered instructional practices including but not limited to differentiated instruction, individual and small group workshops, providing voice and choice in tasks and activities for multiple learning modalities, and self-paced learning in which students can accelerate through curriculum. Students are also provided programming that includes cluster grouping in grades K-12 and Honors courses 3-12, including but not limited to, Honors English, Honors Math, and AP courses. Services and programming are also provided through clubs, competitions, and mentoring. Students are also able to skip grades and graduate early. In addition, curriculum maps are developed as a part of the PBL process to align vertically, K-12. These maps include strategies to enrich, stretch, and accelerate learning for HA students.

## Differentiated Guidance and Counseling Plan

### **Include:**

- A description of how differentiated support, services, and affective curriculum are provided at all grades K-12.

### **Description of what is currently in place:**

Differentiated Guidance and Counseling for all students is provided through support, services, and an affective curriculum. Students are provided affective learning and support through the affective curriculum developed by the School Counselors through educational resources such as Classroom 180, Revelations in Education (Dr. Lori Desautels), 2nd Steps, Conscious Discipline, and 7 Mindsets. The curriculum is primarily implemented by the Teachers primarily through a weekly Advisory period. For example, through SEL lessons, students learn about their social emotional characteristics, nervous system/brain-based signals indicating the need for support/intervention and regulation strategies such as breathing, meditation, and journaling, along with mental and social health issues including but not limited to depression, peer pressure, and overcoming obstacles. Teachers are provided professional development to identify the affective signs that a student may be in need of support and have a process for ensuring such students are identified and supported.

In addition, the School Counselors use the MTSS process to monitor student data to identify students in need of tiered intervention and supports. Data monitored on a weekly to bi-weekly basis include grades, attendance, and behavior. The Student Support Team works to identify staff in need of additional PD and support through such data as well to help them gain the skills and strategies necessary to support the SEL and academic needs of the students, including special populations like High Ability students.



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Differentiated college and career guidance is also provided through the School Counseling Department. Strategies to provide this guidance include the use of Naviance planning tools completed during advisory to identify personalized career plans, college matches, and completion of college and career benchmark activities to complete over the course of high school. School Counselors also provide opportunities for students to be exposed to and network with community partners in varying career fields and colleges through college and career fairs, college visits on campuses, 21st Scholar tasks, FAFSA Nights, monthly after-school small group/1:1 CCR counseling, summer CCR camps, career tours at various business and trade schools, military visits, mentoring programs on campus, job shadowing, internships, and working with community partners through organizations such as TRIO. In addition, Teachers provide exposure to various colleges and careers through their PBL projects which include outside community partners working with the students. Students also meet 1:1 with their School Counselor at least 3x a school year to ensure that differentiated support and needs are met. Students also can schedule time for 1:1s with their School Counselor as often as necessary for individual support.

## Professional Development Plan

### Include:

- How training and coaching is regularly provided to educators, counselors, and administrators to ensure access and opportunity for all students K-12.

### Description of what is currently in place:

Professional Development is provided to all teachers, counselors, and administrators through both external and internal processes. Externally, all are provided with opportunities to participate in PD opportunities with the New Tech Network during the school year and throughout the school year through both formal training and coaching, as well as informal support and networking that include supporting special populations such as High Ability Students. In addition, all staff are provided opportunities to attend PD and workshops through external providers such as the IDOE and the IAG to support High Ability instruction. Staff are also provided internal professional development through weekly, 1 hour PD sessions after school all school year, weekly collaborative plan time for PD and support with an Instructional Coach, and at minimum, monthly PD and support through a High Ability Coach in each building. HA Coach assists teachers with understanding the characteristics and needs of HA learners and directing both teachers and parents to materials and programs that will benefit HA students. HA coaches also work with EL students who are HA and with SPED students who are Twice Exceptional. HA Coaches:

- Participate in the High Ability (HA) student identification process, assessing new students and designing educational programming to help them meet Indiana's Academic Standards
- Work with classroom teachers to develop Individual Learning Plans for all High Ability student



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- Provide at least monthly PD to teachers on HA instruction and support, including the personalization of instruction in the PBL model
- Work with teachers at their request to assist and/or as deemed needed through Administration/evaluations in differentiating instruction in core subject areas for identified HA students in the regular classroom
- Consult with classroom teachers, providing assistance with curriculum pacing, enrichment activities, SEL monitoring in the regular classroom for identified HA students
- Assist with Curriculum Mapping for HA, K-12, to ensure
- Provide information to teachers regarding scientifically-based reading research for HA students in a continual quest for improvement of instruction
- Work with the Principal to coordinate and monitor the implementation High Ability goals and strategies as indicated the School Improvement Plan and High Ability Grant through processes such as MTSS, RISE evaluations, and student assessment data process as it relates to HA
- Attend workshops and conferences that are related to High Ability education and share the PD with teachers in a train the trainer model

## Program Evaluation Plan

### Include:

- A systematic plan for program evaluation that monitors the continuous development and implementation of K-12 services.
- A description of the broad based planning committee who meets periodically and is composed of diverse stakeholders.

### Description of what is currently in place:

The HA program is monitored and evaluated through a continuous and comprehensive process. This process includes a Broad Based Planning Committee composed of district, school, parent, student, and community stakeholders and school-based School Improvement Teams. These stakeholder groups monitor multiple qualitative and quantitative data sources to ensure HA program compliance, improvement, and needs. For example, teacher licensing and retention data is evaluated to determine staff professional development needs. In the past several years the number of teachers on Emergency Permits has grown due to the teacher shortage. Since many do not have formal teacher education training complete, these staff members need more coaching and support in instructional strategies, PBL, differentiation, curriculum pacing, etc. for special population students, such as HA, than more veteran/licensed teaching staff. Student formative and summative assessment data is also monitored to evaluate the effectiveness and quality of instruction for HA programming. Such data evaluation included looking at student work, 8-step assessments, NWEA assessment data, and summative assessment data such as SAT, ILEARN, and IREAD-3. Special population data is evaluated through collaborative plan times, school and district teams, and the Broad Based Planning Committee to determine areas of strength and opportunities for the HA program. Through these processes, the HA plan is monitored and adjusted as needed. These results, strategies, and plan are then shared with school and community members.



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## Suggestions for Best Practice

Use this area to set goals to increase the implementation of best practices (this section is optional).

### Multifaceted Identification Plan

#### Program Element and Associated Best Practices

**Best practice includes:**

- Universal screening of all students in grade 8 for high ability aptitude/potential.
- A published appeals process allowing alternative ability, achievement, and/or qualitative measures *at no cost to the family*.
- An exit procedure including a period of intervention no less than one grading period.

#### Goal Setting (optional)

### Differentiated Curriculum and Instruction

#### Program Element and Associated Best Practices

**Best practice includes:**

- Student grouping for core curriculum in math and English/language arts for each grade level K-12
  - Self-Contained Classrooms
  - Between Class Ability Grouping by Subject Area
  - Cluster Grouping
  - Pull-Out
  - Differentiation in the regular classroom
  - Advanced Placement/International Baccalaureate/Cambridge International Courses/Dual Credit or Honors Classes
- A K-12 vertically aligned, written curriculum in core content areas.
- Pre-assessments to determine individual learning goals and the overall direction of differentiation needed for all.

#### Goal Setting (optional)

- During the 2022-23 school year, 100% of curriculum frameworks will document differentiated and personalized learning strategies for HA students.



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## Differentiated Guidance and Counseling Plan

Program Element and Associated Best Practices	Goal Setting (optional)
<p><b>Best practice includes:</b></p> <ul style="list-style-type: none"> <li>● A curriculum that addresses high ability specific social and emotional characteristics, needs, and supports.</li> <li>● Differentiated college and career guidance.</li> </ul>	

## Professional Development Plan

Program Element and Associated Best Practices	Goal Setting (optional)
<p><b>Best practice includes:</b></p> <ul style="list-style-type: none"> <li>● Educators possessing or pursuing licensure in gifted education.</li> <li>● Educator coaching on instructional best practice at all grades K-12.</li> <li>● Counselor coaching on high ability specific supportive services.</li> <li>● Parent coaching on student needs and supports.</li> </ul>	<ul style="list-style-type: none"> <li>● During the 2022-23 school year, the HA Building Coaches will provide 100% of teachers with professional development on evidence-based instructional strategies to support differentiating and personalizing learning for HA students.</li> </ul>

## Program Evaluation Plan

Program Element and Associated Best Practices	Goal Setting (optional)
<p><b>Best practice includes:</b></p> <ul style="list-style-type: none"> <li>● Broad based planning committee meeting regularly.</li> <li>● Services constructed, developed, and regularly reviewed by a broad based planning committee to ensure the broad range of individual high ability needs are met.</li> <li>● A written philosophy and/or mission statement related to high ability students.</li> <li>● Student growth and achievement being regularly measured using multiple metrics to ensure consistent and sustained progress.</li> <li>● Program evaluation results that are presented to the local school board and accessible to all constituencies of the program.</li> <li>● Parent and community engagement.</li> </ul>	



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